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October 15, 2007

MEMORANDUM

TO: Legislative Education Study Committee

FR: Pamela Herman *pk*

RE: STAFF REPORT: PROFESSIONAL DEVELOPMENT

Introduction

A growing body of evidence, summarized by the Education Commission of the States (ECS), confirms that teacher quality is the single most influential school-related factor in student achievement, and that the effects of teacher quality or its absence are cumulative over time. ECS and many other authorities assert that successful teachers must have, in addition to a four-year degree, a commitment to lifelong learning in their discipline and practice.

In 1996, the National Commission on Teaching and America's Future issued a report outlining an action agenda to meet America's educational challenges by connecting "the quest for higher student achievement with the need for teachers who are knowledgeable, skillful and committed to meeting the needs of all students." Among its five recommendations to achieve such a connection, the commission urged the education establishment to reinvent teacher professional development by creating stable, high-quality, career-long sources of professional development for teachers. Since then, a number of other national professional and governmental organizations have issued similar calls for reform of professional development so all educators can gain the knowledge and skills necessary to the task of transforming the public schools.

What is High Quality Professional Development?

The question remains, however, as to what constitutes high-quality, effective professional development. The commission observed, and other authorities agree, that traditionally organized professional development—either in the form of reimbursement for courses that may not be

directly related to school needs or classroom responsibilities, or district-determined “hit-and-run” workshops—is often not well suited to helping teachers with the most pressing challenges they face in strengthening their subject matter knowledge, responding to the diversity of student learning needs, or teaching more effectively. Many teacher professional organizations and education interest groups have proposed better strategies to help teachers improve. However, a 2003 analysis of 13 of the best known lists of the characteristics of effective leadership for professional development showed that individual characteristics varied widely in their frequency of inclusion on the lists; that no characteristic was consistently named on all the lists; and that the research evidence supporting most of the identified characteristics was inconsistent and often contradictory.

As part of a 2005 research synthesis on the influence of standards on K-12 teaching and student learning, Mid-Continent Research for Education and Learning (McREL) conducted an analysis of standards-based professional development to answer the question: What is the influence of standards-based professional development on teacher instruction and student learning? McREL included the results of 37 major studies in its meta-analysis, most of which were either descriptive or a mixture of qualitative and quantitative research, but five of which used quantitative quasi-experimental designs that included data from comparison groups.

McREL’s meta-analysis found that the research on the effectiveness of professional development is very mixed, because research and evaluation designs cannot always attribute effects to a specific professional development opportunity, for several reasons:

- there may be no comparison group;
- the activity may be part of a multi-pronged systemic improvement strategy;
- activities may vary widely in quality, even from teacher to teacher; and
- the available student achievement measures may be poorly aligned with the learning goals of the professional development activity.

The study did, however, make the following determinations regarding standards-based professional development:

- these activities can have a positive effect on classroom practice, particularly in terms of reform-oriented practices;
- they can also have a positive effect on student achievement; and
- to have the greatest likelihood of effectiveness, they should be:
 - of considerable duration (i.e., activities totaling 80 hours or more in a year, such as an initial institute followed up with on-site coaching);
 - focused on specific content and/or instructional strategies rather than general ones;
 - characterized by collective participation of educators to create “critical mass” for instructional change (in the form of grade-level or school-level teams);
 - coherent, that is, consistent with teachers’ goals, other activities, materials, and policies; and
 - infused with active learning, rather than presented in a stand-and-deliver model.

McREL cites research showing that most professional development activities do not meet these criteria, and recommend that, to see better results from professional development activities, states should do the following:

- require rigorous evaluation design that includes evidence that:
 - the activity meets the criteria of quality described above;
 - teacher instruction is examined and measured as an outcome;
 - a reliable, valid student achievement measure is used to assess impact, one that is closely tied to the object of the professional development; and
 - the design can attribute the changes measured to the effect of the professional development, either by using comparison groups or, at a minimum, by measuring teachers' attributions about the impact of the activity on their practice;
- take a long-term view, based on research showing that substantial changes in teacher instructional practice and student learning take more than one year;
- focus on particular areas of district and teacher need, particularly in the case of small, remote districts, and for teachers of special populations or those in hard-to-teach schools; and
- marshal intellectual and fiscal resources by establishing accessible, centralized clearinghouses of promising professional development programs, including district developed programs as well as commercial ones.

National Staff Development Council Standards

The most widely referenced standards for professional development programs, cited by McREL and many other sources, are those promulgated by the National Staff Development Council (NSDC). Available in book-length form, they state, in summary, that staff development that improves the learning of all students meets the following standards:

- Context Standards:
 - *Learning communities*: organizes adults into learning communities whose goals are aligned with those of the school and district;
 - *Leadership*: requires skillful school and district leaders who guide continuous instructional improvement; and
 - *Resources*: requires resources to support adult learning and collaboration;
- Process Standards:
 - *Data driven*: uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement;
 - *Evaluation*: uses multiple sources of information to guide improvement and demonstrate its impact;
 - *Research-based*: prepares educators to apply research in decision making;
 - *Design*: uses learning strategies appropriate to its intended goal;
 - *Learning*: applies knowledge about human learning and change; and
 - *Collaboration*: provides educators with the knowledge and skills to collaborate;

- Content Standards:
 - *Equity*: prepares educators to understand and appreciate all students; to create safe, orderly and supportive learning environments; and to hold high expectations for their academic achievement;
 - *Quality teaching*: deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately; and
 - *Family involvement*: provides educators with knowledge and skills to involve families and other stakeholders appropriately.

The Professional Development Framework

In 1999, the Legislative Education Study Committee (LESC) endorsed legislation that was enacted to require the Public Education Department (PED) to develop a professional development framework “that provides training to ensure quality teachers and principals and that improves and enhances student achievement.”

In 2003, the Legislature amended the framework to require that it include:

- criteria for school districts to apply for professional development funds, including an evaluation component that will be used by the department in approving school district professional development plans; and
- guidelines for developing extensive professional development activities for school districts that:
 - improve teachers' knowledge of the subjects they teach and the ability to teach those subjects to all of their students;
 - are an integral part of plans for improving student achievement;
 - provide teachers, administrators, and instructional support providers with the strategies, support, knowledge, and skills to help all students meet New Mexico academic standards;
 - are high quality, sustained, intensive, and focused on the classroom; and
 - are developed and evaluated regularly with extensive participation of school employees and parents (see Attachment 1).

In 2004, PED convened a statewide committee of teachers, administrators, postsecondary faculty, professional development providers and PED staff to develop the systemic framework. The PED rule to implement the professional development framework was effective on July 30, 2006 (see Attachment 2), and includes the following:

- definitions stating that a *professional development program* is the district professional development plan component of the comprehensive Educational Plan for Student Success (EPSS); and that the *individual teacher's professional development plan* is part of the performance evaluation system requirements;
- a provision making the rule applicable to all professional development programs delivered by PED, statewide professional development providers, charter schools, public school districts,

and all professional development providers that apply for professional development funds, or who are awarded funding by PED or by the Legislature;

- requirements for program design and implementation that incorporate the NSDC Standards for Staff Development cited above; and
- standards for an evaluation component to be used by PED in assessing charter school and school district professional development plans, as follows;
 - all statewide, PED, charter school, and public school district professional development programs shall be evaluated at least every three years to determine the effectiveness of the program based on evidence of improved educator practice and student learning; and
 - levels of program evaluation that must include evidence of:
 - ◆ participant response;
 - ◆ participant learning;
 - ◆ organizational change and support;
 - ◆ participant use of knowledge and skills; and
 - ◆ student learning.

Issue: PED states that, while it requires each school district to submit its annual EPSS for department approval, it does not monitor implementation of the EPSS except in schools and districts in the school improvement cycle; nor does the department require school districts to provide the results of evaluations of their professional development activities. The EPSS form provided by PED for use by schools in creating their plans requires them to provide only “date, content, and trainer scheduled” for professional development activities.

In 2006, in an effort to better coordinate the professional development activities sponsored directly by the department, PED states that it convened a cross-functional team of PED bureau chiefs to map the professional development activities each PED bureau provides.

- The team meets monthly to compile and refine a list of activities that, for school year 2007-2008, currently numbers approximately 200 activities. The list includes a description of the activity; data used to determine if the activity is addressing a specific need; outside provider if any; delivery method and duration; audience; and source and amount of funds.
- PED indicates that, through the cross-functional team, it intends to raise awareness within all the bureaus in PED regarding the requirements of the Professional Development Framework and begin full implementation of the framework with PED-sponsored activities before enforcing the provisions of the framework for all school districts. PED staff indicate that they expect the process of raising awareness on the part of school districts regarding the requirements of the framework will be a long-term effort.

The Teacher Professional Development Fund

In 2003, the LESC endorsed legislation that was enacted to create the Teacher Professional Development Fund as a source of funds for professional development programs and projects for public school teachers (see Attachment 3). The fund is administered by PED and is non-reverting.

- The law requires PED to evaluate the success of each professional development program or project funded, and to report its findings to the LESC each year. The PED provided one such evaluation report to the LESC, in December 2005. That evaluation focused on contractors' achievement of the contract scope of work and participant satisfaction, except in the case of Strengthening Quality in Schools (SQS), where instances of improved student achievement were cited.
- Since FY 05, the Legislature has appropriated \$9.3 million in the *General Appropriation Act* to the Teacher Professional Development Fund (see Attachment 4 for a detailed record of allocations from the fund since its inception).
- For FY 08, the Legislature appropriated \$2.5 million to the fund. PED states that as of October 5, 2007, it has allocated the funds as follows:
 - \$700,000 to the Golden Apple Foundation (contract in place);
 - \$125,000 to the Center for Border and Indigenous Educational Leadership (CeBIEL) at New Mexico State University (NMSU) (contract in place);
 - \$400,000 to Regional Educational Technology Assistance (RETA) at NMSU (contract pending);
 - \$540,000 to Re:Learning New Mexico (contract with fiscal agent Eastern New Mexico University in place);
 - \$70,000 to Service Learning (intergovernmental agreement with the Children, Youth and Families Department pending);
 - \$540,000 to SQS (contract in place);
 - \$100,000 to the Center for Relational Learning (contract in place); and
 - \$25,000 to The Wellness Group (contract pending).
- For FY 05 through FY 07, the Legislature appropriated \$6.8 million to the fund, usually including language stating how the appropriation be used. For the first three fiscal years the fund was in existence, PED allocated moneys in the fund as:
 - \$2.28 million to Re:Learning;
 - \$1.48 million to RETA;
 - \$1.7 million to SQS;
 - \$140,000 to Service Learning;
 - \$505,000 to the Golden Apple Foundation;
 - \$275,000 to CeBIEL;
 - \$250,000 to Farmington Municipal Schools for Transitions to Teaching;
 - \$85,000 to the Center for the Education and Study of Diverse Populations at New Mexico Highlands University (NMHU/CESDP); and
 - \$85,000 to Regional Education Cooperative #8 (REC 8) for EPSS planning.
- Prior to the creation of the fund, the professional development programs and projects that currently receive funding from the Teacher Professional Development Fund received separate legislative appropriations, as follows:
 - for Re:Learning, a total of approximately \$12.0 million between FY 90 to FY 04;
 - for SQS, a total of \$2.0 million in FY 00, FY 01, FY 02, and FY 04;

- for RETA, \$500,000 in FY 03 and again in FY 04; previously, RETA was supported by federal grants; and
 - for Service Learning, \$100,000 in FY 04 and again in FY 05. In FY 00 and FY 01, the Legislature appropriated \$100,000 for Service Learning each year; however, the appropriations were vetoed by the Governor.
- During the 2005 interim, the committee heard a presentation regarding the Teacher Professional Development Fund and the processes involved in contracting with governmental and non-government entities for the activities funded. The committee requested that PED and the Department of Finance and Administration provide recommendations to streamline the process for distributing legislative appropriations to ensure funds are allocated as early as possible after July 1. In January 2006, PED responded with a recommendation that language requiring multi-year contracts for appropriations be included in appropriation bills.

Issue: The process for entering into contracts or interagency agreements for legislative appropriations has improved since 2005, when funds were sometimes not encumbered until almost halfway through the fiscal year. However, the process still often takes three or four months. Consequently, professional development contracts are not in place and funds are not available prior to the start of the school year when teacher training activities are often scheduled.

Other Sources of Funds for Professional Development in New Mexico

The Teacher Professional Development Fund is just one source of funds for professional development in New Mexico. PED and school districts use funds from many state, federal and others sources to provide professional development aimed at improving teacher quality, reforming instructional practice, and raising student achievement.

A table showing a partial inventory of funds allocated for professional development at the state and local level from FY 06 to FY 08 is attached (see Appendix 4). The table does not include an exhaustive list of sources of funds for professional development, and many of the amounts shown are estimates provided by PED staff of the portion of a program that includes professional development among other activities. The table does not include programs that focus exclusively on students below the kindergarten level (such as New Mexico Pre-K and Early Reading First).

School Districts and Charter Schools: The most significant sources of funds used by school districts and charter schools for professional development are the following:

- ***State Equalization Guarantee (SEG) funds:*** Between FY 99 and FY 02, the Legislature appropriated approximately \$10.5 million for statewide professional development which remains in the base program cost of the Public School Funding Formula.
 - These funds are distributed through the unit value to all public school districts.
 - Statute provides that it is the responsibility of the local school board to determine its priorities in terms of the needs of the community it serves when reviewing and approving the annual school district budget. Funds in the Public School Funding Formula are noncategorical, and now that there is no longer language in statute or the *General Appropriation Act* directing the expenditure of funds added to the base for professional development in prior years, districts are free to spend those funds as they choose.
 - Evaluation of these activities, if any, is the responsibility of school districts.

Issue: It is difficult to determine how much school districts spend on professional development because those expenditures are categorized in more than one way for accounting purposes. In both the new PED chart of accounts and the one in use prior to school year 2006-2007, professional development expenses may be identified in a category named “employee training” or included among contractual services, professional services, travel, or, in the case of reading and math coaches, personnel costs. For example, for school year 2007-2008, PED states that school districts have budgeted approximately \$1.8 million for “employee training-teachers” and \$199,400 for “employee training-non-teachers.” However, districts also budgeted approximately \$12.9 million for “other contractual services” and \$398,000 for “other professional services,” which PED states may include some costs of professional development.

- **Federal funds:** Funds that flow to school districts through PED on a formula basis or awarded in a Request for Proposal (RFP) process, such as those described later in this report account for a significant share of spending for professional development. Determining these amounts was beyond the scope of this report. Programs that provide substantial funding for professional development activities at the school and school district level include the following:
 - *Title I, Part B—Reading First.* These funds, awarded competitively, pay for the purchase of reading programs, assessments, and salaries of reading interventionists in Reading First schools, as well as professional development functions such as training and reading coaches.
 - *Title II, Part A of the Elementary and Secondary Education Act (ESEA)—Teacher and Principal Training and Recruiting.* These funds may be used for a range of teacher quality initiatives, including salaries of paraprofessionals and continuing class-size reduction initiated under an earlier federal program. Title II, Part A funds have become the largest single source of funds for professional development at the school district level;
 - *Title III—Language Instruction for Limited English Proficient and Immigrant Students.* These funds flow to districts on a formula basis and may be used to provide professional development as well as teacher and paraprofessional salaries and materials;
 - *Carl A. Perkins Career and Technical Education.* These funds flow to school districts to support the High Schools That Work career pathways initiative, and may be used to provide professional development among other activities; and
 - *Individuals with Disabilities Education Act (IDEA), Part B.* These funds flow to school districts on a formula based on the number of students with disabilities receiving special education services in the district. The funds may be used for many purposes related to serving students with disabilities, including professional development.

Public Education Department: PED provides professional development to its own staff, to school districts and to schools each year with funds in the approximate annual amounts shown on Attachment 4. Funding sources include the following:

- **State funds:** PED indicates that several legislative appropriations, or significant portions of those appropriations, are used by the department primarily for K-12 professional development. Evaluation of these activities is the responsibility of PED. For FY 06, FY 07, and FY 08, PED indicates that state funds used for professional development include:

- *Summer Math, Reading and Science Institutes* that provide hands-on staff training in content areas, including best practices, effective instruction, content knowledge, assessment practices and differentiation to improve student achievement. Another LESC staff report will cover this issue at the October meeting.
 - ◆ Evaluation of these activities is the responsibility of the Math and Science Bureau at PED.
 - ◆ Since FY 07, the Legislature has appropriated approximately \$4.2 million for the institutes.

- *Advanced Placement (AP)* funds that provide teacher professional development for AP and pre-AP in high school and middle school, the PSAT initiative, and distance delivered AP courses for rural students. *AP Framework/Core Curriculum Framework* funds enable schools to implement challenging, content-specific, sequential curricula in grades K-6 to prepare students for AP, including providing teacher professional development and support for vertical teams.
 - ◆ Evaluation of these activities is now the responsibility of the Humanities Bureau at PED.
 - ◆ PED and LESC records show that from FY 05 through FY 08, approximately \$4.15 million of almost \$5.0 million appropriated by the Legislature for AP and the Core Curriculum Framework have been allocated for professional development related activities.

- *The Schools in Need of Improvement Fund*, a non-reverting fund administered by PED to provide support for schools designated as in need of improvement by building capacity at the school and district level and supporting extended school day and school year programs, where students who are not proficient in language arts and math can receive targeted interventions.
 - ◆ The Priority Schools Bureau is responsible for evaluating the effectiveness of the activities supported by the Schools in Need of Improvement Fund.
 - ◆ PED states that of approximately \$4.88 million appropriated to the fund for FY 07 and FY 08, the department has allocated approximately \$2.77 million to support professional development.

- *The School Improvement Framework*, the mechanism that PED states it uses for systemic school reform through fully aligned improvement goals, strategies and action steps, including targeted assistance and intensive classroom assistance to improve student achievement in schools and districts not meeting proficiency goals.
 - ◆ Evaluation of activities funded through the School Improvement Framework is the responsibility of the Priority Schools Bureau.
 - ◆ PED states that, of \$9.0 million appropriated for the School Improvement Framework for FY 07 and FY 08, the department has allocated approximately \$3.46 million for professional development and technical assistance.

- The *Indian Education Fund*, a non-reverting fund administered by PED to provide programs, projects and activities that further the goals of the *Indian Education Act*, including through teacher professional development and training.
 - ◆ Evaluation of activities funded by the *Indian Education Fund* is the responsibility of the Indian Education Division.
 - ◆ PED states that of \$10.0 million appropriated to the funds since FY 05, approximately \$2.16 million has been allocated for professional development activities.
- **Federal Elementary and Secondary Education Act (ESEA) funds:** Several titles of ESEA (now also known as the *No Child Left Behind Act of 2001* (NCLB)) provide funds used by PED and school districts for professional development. These include the following:
 - *Title I, Part A—Improving Basic Education Programs Operated by Local Education Agencies.* Funds allocated to the state are then allocated to school districts and schools with high numbers or high percentages of poor children to help ensure that all children meet challenging state academic standards. PED may set aside a varying share of its annual Title IA allocation for school improvement efforts (up to 4.0 percent, depending on other factors in the federal Title I formula).
 - ◆ The Priority Schools Bureau is responsible for evaluation of activities funded by the share of Title I used for school improvement efforts.
 - ◆ PED reports that of the state share of Title I, Part A funds between FY 05 and FY 08, approximately \$10.77 million was allocated for professional development activities.
 - *Title I, Part B—Reading First.* These funds are allocated to the state on a formula basis to implement an approved plan to help low-income schools and school districts improve children’s reading achievement through scientific research based methods of instruction. Teacher professional development is a significant object of the program at both the state and local level. State agencies may hold back up to 20 percent of their annual Reading First allocations, of which 65 percent must to be used for statewide professional development.
 - ◆ The Early Childhood Education Bureau is responsible for evaluating the effectiveness of Reading First professional development at the state and local level.
 - ◆ PED reports the approximately \$7.12 million from the 20 percent set-aside for state level activities from Reading First funds was allocated for statewide professional development activities between FY 05 and FY 08.
 - *Title II, Part A—Teacher and Principal Training and Recruiting Fund.* These funds are allocated to the state on a formula basis to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified.
 - ◆ The Professional Development Bureau of the Educator Quality Division is responsible for evaluating activities funded by Title II, Part A.
 - ◆ Totalling over \$20.0 million annually in New Mexico, Title II, Part A is the largest single source of funds dedicated to teacher and administrator professional quality, including professional development. The funds are allocated as follows:

- ✓ One percent of the state's annual allocation may be retained by the state for administration, which in New Mexico is divided between PED and the Higher Education Department (HED). The remaining 99 percent of funds must be spent on program activities.
 - ✓ Of the 99 percent for program activities, 95 percent must be allocated to school districts to implement state-approved plans, based on local needs assessments that show how the funded activities will be aligned with state academic standards, student achievement standards, and assessments. These funds flow from PED to school districts on a formula basis.
 - ✓ The remaining 5.0 percent of the 99 percent of funds for program activities is divided equally between the state public education agency (PED) and the state higher education agency (HED) for state level activities.
- ◆ The term "professional development" is defined at length in NCLB, and includes, but is not limited to, activities that:
- ✓ Improve and increase teachers' knowledge of academic subjects and enable them to become highly qualified;
 - ✓ Are an integral part of broad schoolwide and district-wide educational improvement plans;
 - ✓ Give teachers and principals the knowledge and skills to help students meet challenging state academic standards;
 - ✓ Improve classroom management skills;
 - ✓ Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops;
 - ✓ Advance teacher understanding of effective instruction strategies that are based on scientifically based research; and
 - ✓ Are developed with extensive participation of teachers, principals, parents, and administrators.
- ◆ Because Title II, Part A funds must be used to supplement, and not supplant, state and local funds that would otherwise be used for activities related to the purposes of the program, if the state or district uses Title II, Part A funds for state-mandated activities, it must be able to reasonably document that the activities funded are in fact supplemental, even though some of them are mandated by state law.
- ◆ Title II, Part A plans include the following "educator quality measures" that must be reported by the school district to PED and by PED to the US Department of Education (USDE):
- ✓ the percentage of classes being taught by highly qualified teachers as defined by NCLB;
 - ✓ the percentage of teachers receiving high quality professional development as defined in NCLB; and
 - ✓ the percentage of paraprofessionals who are highly qualified as defined in NCLB.
- ◆ State public education agencies such as PED may use their share of Title II, Part A program funds to address challenges to teacher quality in a number of ways, including targeting teacher preparation and qualifications of new teachers; recruitment and

hiring; induction and mentoring; professional development; teacher retention; or the need for more capable principals and assistant principals to serve as effective school leaders. The Professional Development Bureau is responsible for evaluating the effectiveness of professional development activities funded by the state share of Title II, Part A funds. PED states that it uses the approximately \$550,000 to \$600,000 available to the department each year from Title II, Part A for the following purposes:

- ✓ staff salaries, office lease, supplies and travel; and
 - ✓ a Memorandum of Understanding with the University of New Mexico (UNM) to implement educator quality initiatives such as Professional Development Dossier (PDD) reviewer training; teacher training to develop PDDs; and technical support to educators regarding licensure.
- ◆ State higher education agencies such as HED are to use their share of Title II, Part A funds to award subgrants to partnership organizations comprised of at least one institution of higher education, one college of arts and sciences, and one high-need school district to conduct professional development activities in core academic subjects to ensure that teachers, highly-qualified paraprofessionals, and, if appropriate, principals, have subject-matter expertise.
 - ✓ HED states that, since FY 05, it has awarded between \$550,000 and \$600,000 in subgrants, through a Request for Proposal (RFP) process, to Eastern New Mexico University (ENMU); Gallup-McKinley County Public Schools; Luna Community College; NMSU; NMSU-Grants; Northern New Mexico College; Santa Fe Community College; and UNM-Valencia campus.
 - ✓ The subgrants are for programs to enable highly qualified paraprofessionals to become qualified to be licensed teachers; for teacher induction and mentoring programs; and for professional development activities that build teacher knowledge and effectiveness.
- *Title II, Part B—Mathematics and Science Partnerships.* The goal of this program is to improve student performance in mathematics and science through programs that improve instruction in mathematics, science, and pre-engineering by means of teacher education and professional development; involving teachers with engineers, scientists, and mathematicians to improve their skills; and developing more rigorous curricula aligned with the academic standards expected for postsecondary study in engineering, mathematics, and science.
 - ◆ The Mathematics and Science Bureau is responsible for evaluating the effectiveness of professional development activities funded through Mathematics and Science Partnerships.
 - ◆ PED has contracted with the NMSU Math Department and College of Education; Western New Mexico University (WNMU) Math Department and College of Education; and the UNM Math Department and College of Education to provide summer academies, follow up support activities, online courses and Masters' of Arts in Teaching for mathematics teachers for mathematics teachers in middle and high schools.

- ◆ From FY 05 to FY 08, the USDE allocated approximately \$5.79 million for PED to provide teacher professional development through the New Mexico Mathematics and Science Partnerships.
- *Title III—Language Instruction for Limited English Proficient and Immigrant Students.* This program provides funds to ensure that limited English proficient students develop English proficiency and meet the same academic standards as other students.
 - ◆ The Bilingual and Multicultural Education Bureau is responsible for evaluating the effectiveness of professional development activities funded by Title III funds.
 - ◆ The state may use a portion of the 5.0 percent it is allowed to reserve for state-level activities for professional development.
 - ◆ PED states that from FY 06 through FY 08, it has allocated a small portion of its Title III funds, \$20,000 in all, to co-sponsor the New Mexico Association for Bilingual Education (NMABE) Dual Language Conferences.
- **Other federal funds:** Several other federal funding sources provide resources that enable PED to provide teacher and administrator professional development and technical assistance designed to improve student achievement. These include:
 - *Jacob A. Javits Gifted and Talented Program.* This program provides funds to carry out a coordinated program of scientifically based research, demonstration projects, innovative strategies and similar activities to improve the ability of public schools to meet the special needs of gifted and talented students, particularly those who are traditionally underrepresented in gifted and talented programs.
 - ◆ The Humanities Bureau is responsible for evaluating professional development activities funded by the federal Gifted and Talented program.
 - ◆ PED states that from FY 05 to FY 08, it has allocated approximately \$927,100 of a four-year, \$1.04 million state Gifted and Talented grant for professional development activities.
 - *Carl A. Perkins Career and Technical Education.* This program makes formula funds available to states for career and technical education. Since reauthorization in 2006, the act provides an increased focus on the academic achievement of career and technical education students, strengthening the connections between secondary and postsecondary education, and improving state and local accountability.
 - The Career Technical and Workforce Education Bureau is responsible for evaluating professional development activities funded with *Perkins* funds.
 - According to PED, *Perkins* funds at the secondary level in New Mexico support the High Schools That Work initiative, which focuses on implementing model career pathways programs.
 - PED receives approximately \$9.0 million annually in state career and technical education state grants. According to PED, from FY 05 to FY 08, approximately \$1.28 million of the *Perkins* funds reserved at the state level is used for school staff professional development to effectively implement High Schools That Work.

- *Individuals with Disabilities Education Act.* This statute governs how states provide early intervention, special education and related services, and provides funds on a formula basis determined by the number of children with disabilities receiving special education services.
 - New Mexico receives over \$80.0 million annually in IDEA funds, which provide a substantial resource for professional development in New Mexico, supporting activities designed to improve special educator knowledge and skills in such areas as developing individualized education plans, inclusive instructional practices, addressing the needs of students with specific types of disabilities such as, for example, deafness or autism spectrum disorders, and meeting due process requirements, among others.
 - Federal law and regulation permit the state to use IDEA funds reserved for statewide activities for a wide range of types of professional development activities. PED states that for FY 02 through FY 05, it also received an IDEA State Improvement Grant which was available to support professional development.
 - The Special Education Bureau is responsible for evaluating professional development activities funded by IDEA funds reserved for state activities (IDEA discretionary funds) or by the IDEA State Improvement Grant
 - PED states that it allocated approximately \$12.64 million in IDEA funds for professional development aligned with its IDEA State Performance Plan, its Annual Performance Report, and local school district determined needs for special educator professional development.
- *Private Foundation Funds: The Wallace Foundation.* Each year, private foundations award grants to school districts and, occasionally, to the state to support special projects.
 - In FY 05, New Mexico was awarded a three-year, \$3.6 million grant from the Wallace Foundation to strengthen the ability of district and school leadership to improve student achievement.
 - The goals of the project are to ensure that educational leaders have the skills, support, resources and authority to use accountability data successfully to improve all students' educational outcomes; and that they work collaboratively to improve student achievement.
 - The OEA states that the grant will end in spring 2008 and that the office is applying for another three-year grant from the Wallace Foundation to continue the project.
 - Evaluating the success of the project, called the State Action for Educational Leadership Project (SAELP), is the responsibility of both the OEA and the Wallace Foundation.

Regional Education Cooperatives:

In 1993, the Legislature passed a bill endorsed by the LESC to authorize local school boards to create Regional Educational Cooperatives (RECs) for the purposes of providing education-related services to qualified school-age residents. The statute that authorizes creation of the RECs specifically names technical assistance and staff development opportunities among the services they shall perform.

On behalf of their member districts, RECs receive funds and provide services from a number of federal programs, IDEA in particular. RECs have also established cooperative educational service programs with funds such as Carl Perkins, ESEA Title II, Reading First, and others. A

significant portion of the services provided by RECs include staff development for their member districts.

Professional Development Activities Provided by New Mexico School Districts

To learn how school districts evaluate the professional development activities they offer, the LESC staff conducted an informal survey via email to all 89 district superintendents. Two surveys were returned undelivered by school district email systems. Twenty-five superintendents or their staff members responded to the survey.

- The survey asked districts to indicate how they determine the impact of professional development activities on student learning. Responses were as follows:
 - 21 districts use short cycle assessments, such as DIBELS and MAPS;
 - 21 districts use annual state standards-based assessment results;
 - 19 districts use classroom walk-through observations by the principal or an outside observer;
 - 14 districts use teacher developed assessment results; and
 - 14 districts use teacher peer or team observations.
 - Districts reported using other methods, such as staff feedback, discussions or team meetings, review of lesson plans, teacher professional development plans, student grades, portfolios, customer satisfaction surveys, and disciplinary referrals.
- The survey asked districts to describe at least one successful professional development activity it provided to teachers during school year 2006-2007; and to indicate how the district measured the success of the activity. A table summarizing the responses to these questions is attached (see Attachment 5). District self-reports indicate that many of the activities they considered to be successful had the characteristics identified by McREL as likeliest to produce changes in instructional practice and improved student achievement, listed on page 2 of this report.
 - They were often of considerable duration, such as week-long institutes or activities delivered in a series of sessions over time, sometimes over more than one year;
 - They focused on very specific content or instructional strategies, such as standards in a particular content area, using data to drive and differentiate instruction, choosing and implementing a math adoption, or using a particular instructional practice;
 - They were characterized by collective participation of educators to create “critical mass,” such as whole schools, vertical teams, or grade levels teams;
 - They were coherent, that is, consistent with teachers’ goals, other activities, materials and policies; for example:
 - ◆ they usually focused on topics identified in the district or school EPSS; and
 - ◆ they were often designed by teams of teachers and administrators in the school or district to meet needs they identified;
 - They were infused with active learning, rather than a stand-and-deliver model, involved planning and discussion, and were often delivered in multiple modes, such as training combined with reflection, coaching, and follow-up; and

- They were often evaluated using multiple methods to gauge success, including feedback; observed implementation and change in classroom practice; review of assessment data; and observed changes in school culture or climate, such as teacher and student engagement, enthusiasm, and excitement.

Policy Options

Based on the data included in this report, it appears that over \$45.0 million dollars will be spent for educator professional development in FY 08 alone. This amount is most likely underestimated (at the school district level) since significant amounts of federal funds, as well state operational and other funds spent for professional development through contractual services, could not be easily identified because the chart of accounts is not set up specifically to track professional development. Because successful professional development is crucial to improving schools and student achievement and because of the large investments, both human and monetary, in professional development statewide, the committee may wish to consider the following policy options to ensure an adequate return of quality on its investment in professional development.

- To make it easier both to identify the amount spent on professional development efforts each year and see trends in spending over time, and to compare per pupil spending among districts and see relationships between spending on professional development and student achievement, require that PED staff explore the practicability of developing a mechanism within the chart of accounts to capture professional development expenses (for example, items such as the salaries and benefits of instructional coaches or the costs of contractual services for professional development) that currently cannot be identified.
- To encourage greater accountability for the outcomes of the time and money invested in professional development, amend the Professional Development Framework to clarify that school districts and other entities, including bureaus within PED, are required to provide the department with the evaluations of their professional development activities for review and recommendations.

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school employees. The local superintendent shall adopt policies, guidelines and procedures for the performance evaluation process. Evaluation by other school employees shall be one component of the evaluation tool for school administrators.

B. As part of the highly objective uniform statewide standard of evaluation for teachers, the school principal shall observe each teacher's classroom practice to determine the teacher's ability to demonstrate state-adopted competencies.

C. At the beginning of each school year, teachers and school principals shall devise professional development plans for the coming year, and performance evaluations shall be based in part on how well the professional development plan was carried out.

D. If a level two or three-A teacher's performance evaluation indicates less than satisfactory performance and competency, the school principal may require the teacher to undergo peer intervention, including mentoring, for a period the school principal deems necessary. If the teacher is unable to demonstrate satisfactory performance and competency by the end of the period, the peer interveners may recommend termination of the teacher.

E. At least every two years, school principals shall attend a training program approved by the department to improve their evaluation, administrative and instructional leadership skills.

History: 1978 Comp., § 22-10A-19, enacted by Laws 2003, ch. 153, § 50.

Cross references. — For references of the former state board of education, see 9-24-15 NMSA 1978.

Emergency clauses. — Laws 2003, ch. 153, § 74 makes the act effective immediately. Approved April 4, 2003.

22-10A-19.1. Professional development; systemic framework; requirements; department duties.

A. The department shall develop a systemic framework for professional development that provides training to ensure quality teachers, school principals and instructional support providers and that improves and enhances student achievement. The department shall work with licensed school employees, the commission on higher education [higher education department] and institutions of higher education to establish the framework.

B. The framework shall include:

(1) the criteria for school districts to apply for professional development funds, including an evaluation component that will be used by the department in approving school district professional development plans; and

(2) guidelines for developing extensive professional development activities for school districts that:

(a) improve teachers' knowledge of the subjects they teach and the ability to teach those subjects to all of their students;

(b) are an integral part of the public school and school district plans for improving student achievement;

(c) provide teachers, school administrators and instructional support providers with the strategies, support, knowledge and skills to help all students meet New Mexico academic standards;

(d) are high quality, sustained, intensive and focused on the classroom; and

(e) are developed and evaluated regularly with extensive participation of school employees and parents.

History: Laws 2004, ch. 27, § 25.

Cross references. — For references to the former commission on higher education, see 9-25-4.1 NMSA 1978.

Effective dates. — Laws 2004, ch. 27 contains no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, is effective May 19, 2004, 90 days after adjournment of the legislature.

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 65 SCHOOL PERSONNEL - EDUCATOR PREPARATION
PART 2 PROFESSIONAL DEVELOPMENT FRAMEWORK

6.65.2.1 ISSUING AGENCY: Public Education Department
 [6.65.2.1 NMAC - N, 06-30-06]

6.65.2.2 SCOPE: The New Mexico professional development framework establishes statewide standards for all professional development that impacts licensed staff in New Mexico public schools.
 [6.65.2.2 NMAC - N, 06-30-06]

6.65.2.3 STATUTORY AUTHORITY: Section 22-2-2 NMSA 1978, 22-2-2-8 NMSA 1978, 22-10A-19 NMSA 1978, and 22-10A-19.1 NMSA 1978.
 [6.65.2.3 NMAC - N, 06-30-06]

6.65.2.4 DURATION: Permanent
 [6.65.2.4 NMAC - N, 06-30-06]

6.65.2.5 EFFECTIVE DATE: June 30, 2006, unless a later date is cited at the end of a section.
 [6.65.2.5 NMAC - N, 06-30-06]

6.65.2.6 OBJECTIVE: The rule establishes criteria for all professional development programs delivered by the public education department, statewide professional development providers, charter schools, public school districts, and for all professional development providers that apply for professional development funds, or who are awarded funding by the public education department ("PED") or by the legislature. The criteria in this rule also establishes standards for an evaluation component that will be used by the PED in accessing charter school, and school district professional development plans. The rule creates standards for developing professional development activities for schools that improve teachers' knowledge of the subjects they teach and the ability to teach those subjects to all of their students; are an integral part of the public school and school district plans for improving student achievement; provide teachers, school administrators and instructional support providers with the strategies, support, knowledge and skills to help all students meet the New Mexico academic content standards; are high quality, sustained, intensive and focused on the classroom; are developed and evaluated regularly with extensive participation of school employees and parents.
 [6.65.2.6 NMAC - N, 06-30-06]

6.65.2.7 DEFINITIONS:

- A. "Alignment" means the degree to which program components match purposes and evaluation criteria.
- B. "Collaboration" means the act of working positively and productively with others to meet a common goal or purpose.
- C. "Data" means information from a variety of sources gathered for a purpose. For example, data related to student learning might include student work examples, scripted or video taped observations, student achievement scores, and/or teacher-generated assessments. Data related to teacher performance might include observations; instructional artifacts; and /or student, peer or parent evaluations. The terms data and evidence are often used interchangeably.
- D. "Developmental levels" means descriptors of development for students and teachers.
 - (1) Developmental levels for students are descriptors of how they develop (cognitively, socially and in other ways) during their formative years in pre k-12 education.
 - (2) Developmental levels for teachers are descriptors of how they develop across the continuum of their careers. In New Mexico, the career continuum for teachers include three levels of development: the level 1 "provisional teacher" (the initial five years of a teaching career where the teacher demonstrates initial mastery of effective teaching); the level 2 "professional teacher" (at least three years of classroom teaching experience during which a teacher demonstrates expert practice); and the level 3 "master teacher" (at least six years of experience where the teacher demonstrates exemplary practice).
- E. "Differentiated" means the intentional application of multiple modes of instruction or assessment in order to meet the needs of all members of a group. The New Mexico teacher competencies are differentiated

across levels of years of experience and teacher development: level 1 (provisional teacher); level 2 (professional teacher); and level 3 (master teacher).

F. "Diversity" means variety among individuals. Diversity includes, for example, variations in socio-economic status, race, developmental level, ethnicity, gender, language, learning styles, culture, abilities, age, interests, and/or personality.

G. "Job-embedded" means activities that are included as part of the responsibilities of the teacher's work day.

H. "Leadership" means the work of members of all levels of educational systems who engage in, collaborate in, and/or guide continuous instructional improvement for the benefit of the entire system.

I. "Professional development" means a systemic process by which educators increase knowledge, skills, and abilities to meet professional and organizational goals that build capacity within the individual, organization, and education system for the purpose of ensuring success for all students.

J. "Professional development plan" means a plan specifically designed to identify goals, activities and measurable objectives that will support continuous learning related to professional knowledge, skills and abilities.

(1) The district professional development plan is a component of the comprehensive educational plan for student success that supports academic learning for all students.

(2) The individual teacher's professional development plan (PDP) is part of the performance evaluation system requirements. The teacher's PDP is a collaborative enterprise involving the teacher and principal in establishing a yearly plan for professional learning goals, activities, and measurable objectives based on the nine New Mexico teacher competencies.

K. "Professional development program" means an organized set of professional development experiences for an education system that will support instructional learning in an identified area of improvement.

L. "Research based" means results from proven, rigorous educational research methodologies.

M. "Staff development" means organized professional learning activities. The terms "professional development and staff development" are used interchangeably by the national staff development council as well as in this rule.

N. "Student success" means attainment of knowledge, skills and attributes that will prepare and nurture individuals to become productive, engaged citizens in a democratic society.

O. "Sustained" means an effort or activity maintained in a coherent, planned manner over time.

P. "Systematic" means something that is characterized by order and planning.

Q. "Systemic" means related to an entire system: in this case, an educational organization that is made up of individual but interdependent components united by a common purpose, action plan, and accountability.

R. "Training" means a subset of professional development. Training includes specialized, often prescribed instruction and practice that help an individual become proficient in a skill or set of skills.

S. "Standards for staff development" means criteria and expectations that provide direction for designing a professional development experience that ensures educators acquire the necessary knowledge and skills.

T. "Framework for professional development" means a document that establishes the context, processes and content relative to professional development by way of a statewide definition and belief statements of professional development, guidelines for the effective designing, implementation, and evaluating of professional development initiatives at the district and school building-level, establishing the criteria for school districts to apply for professional development funds, and to provide information regarding professional development providers and other resources.

[6.65.2.7 NMAC - N, 06-30-06]

6.65.2.8 REQUIREMENTS FOR PROGRAM DESIGN AND IMPLEMENTATION: School district and charter school professional development programs shall meet the highest standards for professional development. New Mexico has adopted the national staff development council standards for staff development as requirements for designing, implementing, and evaluating professional development programs. All statewide, PED, charter school and public school district professional development programs and activities shall address and align with the following standards and shall articulate:

A. context standards which:

(1) improve the learning of all students by organizing adults into learning communities whose goals are aligned with those of the school district;

(2) require skillful school and district leaders who guide continuous instructional improvement;

(3) require resources to support adult learning and collaboration;

- B. process standards which:
 - (1) improve the learning of all students by using disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement;
 - (2) use multiple sources of information to guide improvement and demonstrate its impact;
 - (3) prepare educators to apply research to decision making;
 - (4) use learning strategies appropriate to the intended goal;
 - (5) apply knowledge about human learning and change;
 - (6) provide educators with the knowledge and skills to collaborate;
 - C. content standards which:
 - (1) improve the learning of all students by preparing educators to understand and appreciate all students;
 - (2) create safe orderly and supportive environments, and hold high expectations for their academic achievement;
 - (3) deepen educators' content knowledge;
 - (4) provide them with research-based instructional strategies to assist students in meeting, rigorous academic standards and prepare them to use various types of classroom assessments appropriately;
 - (5) provide educators with knowledge and skills to involve families and other stakeholders appropriately.
- [6.65.2.8 NMAC - N, 06-30-06]

6.65.2.9 REQUIREMENTS FOR PROGRAM EVALUATION:

- A. All statewide, PED, charter school and public school district professional development programs shall be evaluated at least every three years to determine the effectiveness of the program based on evidence of improved educator practice and student learning.
 - B. Levels of program evaluation shall include evidence of:
 - (1) participant response;
 - (2) participant learning;
 - (3) organizational change and support;
 - (4) participant use of knowledge and skills; and
 - (5) student learning.
- [6.65.2.9 NMAC - N, 06-30-06]

6.65.2.10 REQUIREMENTS FOR PROFESSIONAL DEVELOPMENT FUNDING: Schools, school districts or independent programs or agencies that apply for or are awarded state or federal funding to support professional development programs or activities must demonstrate alignment between the proposed programs and the New Mexico professional development framework. Funding proposals shall explicitly address all of the following questions:

- A. context:
 - (1) how are the resources (time, leadership, personnel, and budget considerations) structured to support the plan?
 - (2) how are roles of leaders and participants defined and goals determined?
 - (3) how are data related to student learning to be used to determine goals and assess outcomes?
 - (4) how is collaboration among administrators and teachers embedded in the professional development process?
 - B. content:
 - (1) what should participants know and be able to do?
 - (2) is the content clearly connected to workplace requirements and clearly articulated goals?
 - (3) are appropriate adult learning strategies used that will support program effectiveness?
 - (4) is there a range of learning opportunities that address areas of need, diversity, skill development and refinement?
 - (5) how are data related to student learning to be used to determine goals and assessment outcomes?
 - (6) how is collaboration among administrators and teachers embedded in the professional development process?
- [6.65.2.10 NMAC - N, 06-30-06]

HISTORY OF 6.65.2 NMAC: [RESERVED]

22-8-43

PUBLIC SCHOOL FINANCE

22-8-45

~~History: 1953 Comp., § 77-6-46, enacted by Laws 1967, ch. 16, § 100; 1977, ch. 247, § 204; 1988, ch. 64, § 38.~~

~~The 1988 amendment, effective May 18, 1988, substituted "state superintendent" for "secretary of finance and administration" in Subsection E, and, in Subsection F, inserted "certified school" and substituted "revoked" for "cancelled".~~

~~One need not be found guilty of felony to forfeit and be disqualified from office under the New Mexico constitution and Subsection D of this section.~~

~~State ex rel. Martinez v. Padilla, 94 N.M. 431, 612 P.2d 223 (1980).~~

~~**Forfeiture of office required for approval of violative expenditures.** — Sale of gasoline to school district vehicles by school board member, purchase of airplane ticket for board member's wife and payment to board member and board member's wife for services not rendered are each a violation of this section and require the forfeiture of office of those members who approved the expenditures. State ex rel. Martinez v. Padilla, 94 N.M. 431, 612 P.2d 223 (1980).~~

22-8-43. Public school reading proficiency fund; created.

The "public school reading proficiency fund" is created in the state treasury. The fund shall consist of appropriations, gifts, grants and donations. The fund shall be administered by the department, and money in the fund is appropriated to the department to distribute awards to public schools that implement innovative, scientifically based reading programs. The department shall develop procedures and rules for the application and award of money from the fund, including criteria upon which to evaluate innovative, scientifically based reading programs. Schools receiving funds shall show evidence that they are using quality, scientifically based reading research to improve reading proficiency and shall develop individualized reading plans for students who fail to meet grade level reading proficiency standards. Disbursements of the fund shall be made by warrant of the department of finance and administration pursuant to vouchers signed by the state superintendent [secretary]. Any unexpended or unencumbered balance remaining in the fund at the end of any fiscal year shall not revert but shall remain to the credit of the fund.

~~History: Laws 2000 (2nd S.S.), ch. 14, § 2; 2001, ch. 289, § 2; 1978 Comp., § 22-2-6.12, amended and recompiled as 1978 Comp., § 22-8-43 by Laws 2003, ch. 153, § 30.~~

~~Cross references. — For transfer of powers and duties of the state superintendent to the secretary of public education, see 9-24-15 NMSA 1978.~~

~~The 2001 amendment, effective June 15, 2001, substituted "department of education" for "state department of public education" in two places; added the fifth sentence; and substituted "state superintendent"~~

~~for "superintendent of public instruction" in the sixth sentence.~~

~~The 2003 amendment recompiled former 22-2-6.12 NMSA 1978 as present 22-8-43 NMSA 1978, effective April 4, 2003, and deleted "of education" following "department" twice in this section; substituted "public" for "local" preceding "schools" near the middle of the section; substituted "scientifically based" for "research-based" three times in this section; and substituted "research" for "programs" following "reading" near the middle of the fifth sentence.~~

22-8-44. Educator licensure fund; distribution; appropriation.

A. The "educator licensure fund" is created in the state treasury and shall be administered by the department. The fund shall consist of money collected from application fees for licensure or for renewal of licensure by the state board [department].

B. Money in the fund is appropriated to the department to fund the educator background check program. Money in the fund and any interest that may accrue to the fund shall not revert at the end of the fiscal year but shall remain to the credit of the fund.

~~History: Laws 1997, ch. 238, § 6; 1978 Comp., § 22-10-4.1, recompiled and amended as 1978 Comp., § 22-8-44 by Laws 2003, ch. 153, § 31.~~

~~The 2003 amendment, effective April 4, 2003, recompiled former 22-10-4.1 NMSA 1978 as present 22-8-44 NMSA 1978 and substituted "licensure" for "certification" in the catchline; in Subsection A substituted "licensure" for "certification" three times,~~

~~deleted "state" preceding "department" near the end of the first sentence, and deleted "of public education" at the end of the first sentence; in Subsection B deleted "state" preceding "department" near the beginning and substituted "to fund" for "of public education" for the purpose of funding" near the middle.~~

22-8-45. Teacher professional development fund.

A. The "teacher professional development fund" is created in the state treasury to provide funding for professional development programs and projects for public school teachers.

The fund consists of appropriations, gifts, grants, donations and income from investment of the fund. Money in the fund shall not revert to any other fund at the end of a fiscal year. The fund shall be administered by the department of education [public education department] and money in the fund is appropriated to the department to carry out the purposes of the fund.

B. The department of education shall evaluate the success of each professional development program or project funded and report its findings to the legislative education study committee each year.

History: Laws 2003, ch. 157, § 1.

Cross references. — For the public education department, see 9-24-4 NMSA 1978.

For the references to the department of education, see 9-24-15 NMSA 1978.

~~22-8-46. Funding formula study task force created; membership, duties.~~

~~A. The "funding formula study task force" is created. The task force shall function from the date of its appointment until December 15, 2007.~~

~~B. The task force is composed of the following members:~~

~~(1) three members from the house of representatives and three members from the senate appointed by the New Mexico legislative council;~~

~~(2) three members appointed by the governor;~~

~~(3) four representatives of public school administrators, including one each from a small district, a growth district, an impact aid district and a mid-sized district. The members shall be appointed by the New Mexico legislative council from a list submitted by the New Mexico superintendents' association;~~

~~(4) the president of the New Mexico school board association or the president's designee; and~~

~~(5) one representative of a statewide teacher organization appointed by the New Mexico legislative council.~~

~~C. Vacancies on the task force shall be filled by appointment by the original appointing authority.~~

~~D. Members of the task force are entitled to per diem and mileage as provided in the Per Diem and Mileage Act [10-8-1 NMSA 1978] and shall receive no other compensation, perquisite or allowance.~~

~~E. Staff for the task force shall be provided by the legislative council service, the legislative education study committee, the legislative finance committee, the public education department and the office of education accountability of the department of finance and administration. Staff shall provide technical assistance to the contractor.~~

~~F. The task force shall:~~

~~(1) develop a work plan and budget for approval by the New Mexico legislative council;~~

~~(2) approve the request for proposals for a contractor to conduct the study of the public school funding formula and select the contractor; and~~

~~(3) make recommendations to the legislature and the governor by December 15, 2007.~~

~~G. The request for proposals shall request a comprehensive study of the public school funding formula, including the expectations of the public and statutory requirements for New Mexico's public education system; the costs of those expectations and requirements; and a thorough analysis of all formula components and consideration of possible changes to the formula, including:~~

~~(1) a revised training and experience index aligned to the three-tiered licensure system for teachers;~~

~~(2) size factors associated with small schools and small school districts; and~~

Estimated Expenditures for Professional Development FY 05 - FY 08

(dollars in thousands)

	2004-2005	2005-2006	2006-2007	2007-2008 budgeted	4 Year Total
STATE AGENCY ALLOCATIONS FOR PROFESSIONAL DEVELOPMENT (PD)					
State HB 2 Appropriations to PED					
Teacher Professional Development Fund					
Re: Learning	\$900.0	\$800.0	\$580.0	\$540.0	\$2,820.0
RETA	\$580.0	\$500.0	\$400.0	\$400.0	\$1,880.0
SOS	\$500.0	\$600.0	\$600.0	\$540.0	\$2,240.0
Service Learning		\$70.0	\$70.0	\$70.0	\$210.0
Golden Apple		\$280.0	\$225.0	\$700.0	\$1,205.0
Center for Indigenous & Border Educational Leadership (CBIEL)		\$150.0	\$125.0	\$125.0	\$400.0
Transitions to Teaching/Farmington M.S.	\$250.0				\$250.0
NMHU/CESDP	\$85.0				\$85.0
REC #8 for EPSS Training	\$85.0				\$85.0
Center for Relational Learning				\$100.0	\$100.0
The Wellness Group				\$25.0	\$25.0
Subtotal, Teacher Professional Development Fund	\$2,400.0	\$2,400.0	\$2,000.0	\$2,500.0	\$9,300.0
Summer Math, Reading & Science Institutes			\$1,699.3	\$2,500.0	\$4,199.3
Advanced Placement (portion used for teacher PD)	\$100.0	\$190.0	\$1,064.0	\$1,650.0	\$3,004.0
Core Curriculum Framework	\$381.6	\$381.6	\$381.6		\$1,144.8
Schools in Need of Improvement Fund (portion used for PD)			\$237.5	\$376.8	\$614.3
School Improvement Framework			\$1,790.2	\$1,674.7	\$3,464.9
Indian Education Fund (portion used for PD)	\$499.9	\$792.2	\$680.2	\$188.6	\$2,160.9
New Mexico Executive Educator Turnaround Specialists				\$150.0	\$150.0
Border Superintendent Leadership Institute	\$200.0				\$200.0
Three-Tiered Licensure Evaluation System	\$1,000.0	\$400.0	\$300.0		\$1,700.0
Subtotal, HB 2 funds to PED for professional development	\$4,581.5	\$4,163.8	\$8,152.8	\$9,040.1	\$25,938.2
State HB 2 Appropriations to HED					
ENMU-Center for Teaching Excellence	\$258.1	\$250.5	\$253.2	\$260.3	\$1,022.1
NMHU-Advanced Placement	\$286.7	\$278.2	\$281.3	\$288.1	\$1,134.3
Subtotal, HB 2 funds to HED for professional development	\$544.8	\$528.7	\$534.5	\$548.4	\$2,156.4
Federal Funds, PED portion used for professional development					
Title IA-approximate portion of state admin set-aside used for PD	\$50.0	\$50.0	\$50.0	\$50.0	\$200.0
Title IA-approximate portion of state set-aside for school improvement used for PD	\$1,307.8	\$7,666.4	\$1,281.6	\$317.3	\$10,573.1
Title IB-Reading First-state share used for PD	\$2,198.7	\$1,186.1	\$1,803.6	\$1,929.0	\$7,117.4
Title IIA-Highly Qualified Teachers-PED set-aside	\$592.6	\$576.2	\$569.4	\$56.8	\$2,295.0
Title IIA-Highly Qualified Teachers-HED set-aside (includes admin)	\$622.2	\$605.0	\$597.9	\$56.8	\$2,381.9
Title IIB-Math & Science Partnerships	\$1,007.0	\$1,505.7	\$1,633.0	\$1,645.0	\$5,790.7
Title III-Language Acquisition		\$5.0	\$5.0	\$15.0	\$25.0
Title V-Innovative Programs	\$194.5	\$146.5	\$95.5	\$47.6	\$484.1
Jacob Javits Gifted & Talented	\$250.2	\$243.7	\$243.7	\$189.5	\$927.1
Carl D. Perkins Career Technical Education	\$171.7	\$225.1	\$402.3	\$480.0	\$1,279.1
IDEA funds-portion used for state-level PD	\$5,035.7	\$1,863.8	\$4,816.4	\$922.7	\$12,638.6
Subtotal, estimated federal funds used by PED for professional development	\$11,430.4	\$14,073.5	\$11,498.4	\$6,709.7	\$43,712.0
Private Funds					
Wallace Foundation (State Action for Educational Leadership Project)		\$1,198.1	\$1,197.7	\$1,197.4	\$3,593.2
TOTAL ESTIMATED STATE & FEDERAL FUNDS USED BY PED FOR PROFESSIONAL DEVELOPMENT	\$16,556.7	\$19,964.1	\$21,383.4	\$17,495.6	\$75,399.8
SCHOOL DISTRICT SPENDING FOR PROFESSIONAL DEVELOPMENT					
State Funds (see Note 1)					
Operational-Instruction-Employee Training-Teachers	\$1,202.6	\$1,165.6	\$1,382.3	\$1,826.9	\$5,577.4
Operational-Instruction-Employee Training-non-Teachers	\$418.8	\$530.4	\$485.6	\$199.4	\$1,634.2
All funds except operational-Instruction-Employee Training-Teachers	N.A.	N.A.	\$23.2	\$4,579.4	\$4,602.6
All funds except operational-Instruction-Employee Training-non-Teachers	N.A.	N.A.	\$171.1	\$1,206.1	\$1,377.2
Subtotal, estimated state funds to schools districts used for professional development	\$1,621.4	\$1,696.0	\$2,062.2	\$7,811.8	\$13,191.4
Federal Funds (see Note 2)					
Federal Title IIA-portion of LEA share used for high quality PD	N.A.	N.A.	\$10,746.4	\$20,246.1	\$30,992.5
TOTAL ESTIMATED STATE & FEDERAL FUNDS USED BY SCHOOL DISTRICTS FOR PROFESSIONAL DEVELOPMENT	\$1,621.4	\$1,696.0	\$12,808.6	\$28,057.9	\$44,183.9
GRAND TOTAL ESTIMATED FUNDS FOR PROFESSIONAL DEVELOPMENT	\$18,178.1	\$21,660.1	\$34,192.0	\$45,553.5	\$119,583.7

Note 1. Because of the change to a new chart of accounts in FY 06-07, PED was unable to provide comparable figures for prior years.

Note 2. Estimating annual school district expenses of federal funds for professional development was beyond the scope of this report. Among the funds used for this purpose are Title IA, Title IB-Reading First, Title IIA prior to FY 07, Title III, Carl A. Perkins, and IDEA.

School District Survey of Evaluation of Professional Development
October, 2007

District	Professional Development Activity	Evidence of Success
Animas Public Schools	six in-service days on using student data, systems checks, and developing goal team strategies and plans	a-implementation: reading groups formed based on data b-implementation: math intervention based on data c-observation: "ah-ha" moments d-achievement: scores improved in both cases
Bernalillo Public Schools	Structured study groups, ongoing and job embedded, focused on data analysis, data-driven planning, curriculum alignment and development of interventions for individual students and groups	a-achievement: short cycle assessment (MAPS) scores b-achievement: NMSBA assessment scores (assessment results provided)
Central Consolidated Schools	Reading First training in the core reading program for fidelity of implementation	a-implementation: reading coach and principal walk-through b-achievement: short cycle assessment (DIBELS) scores c-achievement: NMSBA scores (assessment results provided)
Cimarron Consolidated Schools	Baldrige Training Positive Behavior Support Second Step Success	a-implementation: number of teachers developing a class mission and using student data to guide instruction b-results: reduced number of disciplinary referrals
Clayton Municipal Schools	REC presentation on use of interactive whiteboards	a-staff reaction: enthusiasm b-implementation: all teachers regardless of experience learned new technique and worked together on their own time to plan new activities c-student reaction: excited and engaged
Clovis Municipal Schools	Consultant led ongoing, year-long series of workshops, grade-level meetings, demonstrations, observations and consultations on Number Literacy for teachers, vertical teams, and principals	a-implementation: observations b-achievement: teacher-developed assessments c-achievement: short cycle assessments d-achievement: NMSBA
Dexter Municipal Schools	Consultant provides ongoing activities that scaffold on previous training. I.e., one-day workshop with elementary staff on math strategies and CRT while reviewing textbooks for adoption; focus on teacher depth of understanding in choice of strategies	a-staff reaction: "eye-openers" and positive attitude adjustment b-implementation: basis for later work in math instruction c-observation and documentation of change: classrooms, lesson plans, team meeting results, teacher reflection, parent reaction d-achievement: short cycle assessment (MAP) scores e-achievement: NMSBA scores
Estancia Municipal Schools	Year-long team secondary-level team Power Standards work project, starting before the school year and continuing on early release days. Also noted: staff development around selection of math adoption; rural education literacy/targeted reading intervention.	a-observation: lesson plans b-achievement: short cycle assessment, use of results to "reteach" b-achievement: assessment data still inconclusive, need multiple years c-implementation: integrate each teacher's ability and need into individual professional development plans
Farmington Municipal Schools	Use of Better Answers/ACE for constructed response in middle school-help all teachers understand and use a process to get students to answer questions more	a-achievement: increased student achievement in academic areas b-achievement: better constructed responses on assessments

	completely.	c-achievement; better written and verbal answer in classes as demonstrated by grades
Gallup-McKinley County Schools	Group work session on analyzing trends and specific subgroup performance in disaggregated student short cycle assessment data, used for developing SY 08 EPSS to identify target subgroups and specific research-based practices to support student achievement	a-feedback from PED regarding each school team's EPSS
Grady Municipal Schools	Training on Implementation of short cycle assessment, standards based instruction, and use of assessment data to inform instruction	Will look at: a-achievement: five data points on short cycle assessment using growth model b-measure of change in school culture: increased parent involvement c-measure of change in school culture: student buy in/goal setting d-achievement: increased NMSBA scores
Hagerman Municipal Schools	Shipley & Associates training ACE, a high yield instructional strategy for improving quantity and quality of student responses to inferential questions	a-achievement: improved NMSBA scores of students in classes whose teachers participated in the training
Hobbs Municipal Schools	Local Summer Institute in Quantum Learning	a-achievement: improved short cycle assessment scores b- school culture: teacher enthusiasm and continued participation
House Municipal Schools	Group activity: critical review at end of school year, discuss and record successes; discuss and note needed changes/improvements	a-implementation: observation of changes in teacher practice based on discussions b-implementation: review of lesson plans for content standards
Las Cruces Public Schools	Professional inservice day to address topics related to EPSS goal for numeracy	a-feedback: teacher self-assessment of session quality, needed resources to implement strategies in their classrooms, and suggestions for future topics b-achievement: summative data on effectiveness of session is being compiled
Lordsburg Municipal Schools	Consultant provided multi-modal, multi-visit series of training activities and support for L-to-J processes of improving student learning	a-feedback: teacher statements that it helped understanding of and ability to implement the initiative b-implementation: observation/documentation c-implementation: administrator anecdotal accounts of increased understanding and implementation
Los Lunas Public Schools	1-week Summer Literacy Institute cosponsored with Rio Rancho.	a-implementation: observation based on checklist b-achievement: consolidated data warehouse c-implementation: incorporate district instructional strategies into individual PDPs and growth plans
Loving Municipal Schools	1-Several training sessions with NWEA on Stepping Stones to MAPS 2-RTI and SAT training for use with all students	a-implementation: all teachers were able to administer the assessment successfully b-implementation: student academic improvement plan shows that teachers are taking ownership of strategies and using them to identify interventions for all students identified as at-risk
Moriarty Municipal Schools	On-going class coaching for K-2 reading	a-achievement: improvement in short cycle assessment (DIBELS) scores, increase in the percentage of students scoring at benchmark

Rio Rancho Public Schools	Monthly meetings of teacher reps from each elementary site and grade to develop short cycle assessments to coordinate current math program and state standards/benchmarks; presented to teachers at each site and then implemented district wide. Training through the year and during summer on implementation	a-achievement: improvement of elementary and middle school student scores on NMSBA and other assessments at most grade levels Assessment scores provided
San Jon Municipal Schools	Under prior administration, 3-year program "Essential Elements of Successful Teaching"	No data collection evident on previous professional development activities
Santa Fe Public Schools	Professional Development Academy created by committee of teachers, principals and other administrators using a fully automated Learning Management System. What was offered through the "core" strand of the academy was based on district achievement data. Example: computer based learning using Compass Odyssey	a-implementation: used Compass Odyssey in all summer academic programs b-implementation: number of students engaged in Compass Odyssey instruction; mean score compared to master score by grade level
Springer Municipal Schools	Incorporation of Baldrige tools into all professional development activities	a-implementation: teachers incorporated Baldrige tools and ACE strategies in daily instruction
Taos Municipal Schools	2-day session in an elementary school on use of Open Court core reading program, provided by Open Court trainers.	a-implementation: trainers returned for a day of classroom observation and discussion of strengths and weaknesses of implementation b-achievement: improvement in NMSBA reading scores, school made AYP
Tularosa Municipal Schools	Ongoing professional development by Shipley & Associates to improve teaching and student learning through a systems approach	a-feedback: next steps, what the teachers felt was good about the training, areas of improvement